Multiple Subject - Summer 2014

STATEWIDE

Total survey respondents: 942
Response Rate: 24.42%

I. Demographics Section

Which of the following best describes your pathway into teaching?		941	99.9%
	DNR	1	0.1%
Traditional pre-service teacher preparation program		740	78.6%
Teaching fellow or intern in a program with concurrent teaching and credentialing		114	12.1%
Online distance learning program		67	7.1%
Other		20	2.1%

Did you earn your credential in a ...		939	99.7%
	DNR	3	0.3%
Part time program		113	12.0%
Full time program		826	88.0%

What is your ethnicity? *Mark all that apply.*		942	100.0%
	DNR	0	0.0%
White		664	70.5%
Hispanic or Latino		216	22.9%
Black or African-American		35	3.7%
Asian		99	10.5%
Native Hawaiian or Other Pacific Islander		15	1.6%
American Indian or Alaska Native		18	1.9%
Other		22	2.3%

What is your gender?		934	99.2%
	DNR	8	0.8%
Female		830	88.9%
Male		104	11.1%

II. Pedagogical skills and methods for teaching Multiple Subject

1. The questions below address teacher preparation program outcomes that each program is expected to achieve. Please indicate the extent to which your teacher preparation program helped you achieve these outcomes.

a. Help all students achieve high academic standards.		940	99.8%	
	DNR	2	0.2%	
1 = Not at all		3	0.3%	4.29 **Mean**
2 = Poorly		11	1.2%	0.77 **SD**
3 = Adequately		132	14.1%	
4 = Well		355	38.0%	
5 = Very well		434	46.4%	
Don't know *		5	-	

b. Relate classroom learning to real world applications.		938	99.6%	
	DNR	4	0.4%	
1 = Not at all		4	0.4%	4.23 **Mean**
2 = Poorly		20	2.1%	0.84 **SD**
3 = Adequately		166	17.7%	
4 = Well		316	33.7%	
5 = Very well		431	46.0%	
Don't know *		1	-	

c. Teach students from diverse ethnic, racial, linguistic, and cultural backgrounds.

	941	99.9%
DNR	1	0.1%

1 = Not at all	1	0.1%	4.42 **Mean**
2 = Poorly	24	2.6%	0.79 **SD**
3 = Adequately	99	10.5%	
4 = Well	267	28.4%	
5 = Very well	549	58.4%	
Don't know *	1	-	

d. Plan instruction based on how children and adolescents develop and learn.

	938	99.6%
DNR	4	0.4%

1 = Not at all	6	0.6%	4.21 **Mean**
2 = Poorly	22	2.3%	0.85 **SD**
3 = Adequately	155	16.5%	
4 = Well	339	36.2%	
5 = Very well	415	44.3%	
Don't know *	1	-	

2. To what degree did your preparation program prepare you to understand the following:

a. The spectrum of child and adolescent growth and development.

	940	99.8%
DNR	2	0.2%

1 = Not at all	13	1.4%	3.84 **Mean**
2 = Poorly	48	5.1%	0.94 **SD**
3 = Adequately	276	29.4%	
4 = Well	342	36.5%	
5 = Very well	259	27.6%	
Don't know *	2	-	

b. The use of developmentally-appropriate instructional practices to make content accessible to all students.

	940	99.8%
DNR	2	0.2%

1 = Not at all	6	0.6%	4.27 **Mean**
2 = Poorly	24	2.6%	0.84 **SD**
3 = Adequately	130	13.8%	
4 = Well	332	35.3%	
5 = Very well	448	47.7%	
Don't know *	0	-	

c. Know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.

	937	99.5%
DNR	5	0.5%

1 = Not at all	1	0.1%	4.28 **Mean**
2 = Poorly	24	2.6%	0.82 **SD**
3 = Adequately	140	15.0%	
4 = Well	321	34.3%	
5 = Very well	449	48.0%	
Don't know *	2	-	

3. To what degree did your preparation program prepare you to teach each of the following subjects:

a. English literacy and language arts.

	941	99.9%	
DNR	1	0.1%	
1 = Not at all	3	0.3%	4.34 **Mean**
2 = Poorly	18	1.9%	0.81 **SD**
3 = Adequately	128	13.6%	
4 = Well	295	31.3%	
5 = Very well	497	52.8%	
Don't know *	0	-	

b. Mathematics.

	941	99.9%	
DNR	1	0.1%	
1 = Not at all	12	1.3%	4.05 **Mean**
2 = Poorly	43	4.6%	0.97 **SD**
3 = Adequately	215	22.9%	
4 = Well	288	30.7%	
5 = Very well	381	40.6%	
Don't know *	2	-	

c. Science.

	940	99.8%	
DNR	2	0.2%	
1 = Not at all	16	1.7%	3.85 **Mean**
2 = Poorly	68	7.2%	1.01 **SD**
3 = Adequately	258	27.5%	
4 = Well	292	31.1%	
5 = Very well	305	32.5%	
Don't know *	1	-	

d. History/social studies.

	937	99.5%	
DNR	5	0.5%	
1 = Not at all	24	2.6%	3.79 **Mean**
2 = Poorly	69	7.4%	1.04 **SD**
3 = Adequately	267	28.6%	
4 = Well	290	31.0%	
5 = Very well	284	30.4%	
Don't know *	3	-	

e. Creative/fine arts.

	941	99.9%	
DNR	1	0.1%	
1 = Not at all	80	8.6%	3.47 **Mean**
2 = Poorly	96	10.3%	1.20 **SD**
3 = Adequately	284	30.4%	
4 = Well	258	27.6%	
5 = Very well	217	23.2%	
Don't know *	6	-	

f. Physical education.

		941	99.9%
DNR		1	0.1%
1 =	Not at all	113	12.1%
2 =	Poorly	107	11.5%
3 =	Adequately	317	34.0%
4 =	Well	212	22.7%
5 =	Very well	183	19.6%
	Don't know *	9	-

3.26 *Mean*
1.24 *SD*

4. How many college level methods courses have you taken in:

a. Teaching mathematics.

		893	94.8%
DNR		49	5.2%
0 =	0	41	4.6%
1 =	1	394	44.1%
2 =	2	184	20.6%
3 =	3	131	14.7%
4 =	4	75	8.4%
5 =	5 or more	68	7.6%

2.01 *Mean*
1.34 *SD*

b. Teaching English/language arts or reading.

		893	94.8%
DNR		49	5.2%
0 =	0	23	2.6%
1 =	1	111	12.4%
2 =	2	292	32.7%
3 =	3	219	24.5%
4 =	4	108	12.1%
5 =	5 or more	140	15.7%

2.78 *Mean*
1.33 *SD*

5. In your preparation program, how much opportunity did you have to do each of the following:

a. Learn about characteristics of emergent readers.

	893	94.8%
DNR	49	5.2%
Extensive opportunity	314	35.2%
Explored in some depth	352	39.4%
Spent some time	190	21.3%
Touched on it briefly	37	4.1%
None	0	0.0%

b. Learn ways to teach students meta-cognitive strategies for monitoring comprehension.

	893	94.8%
DNR	49	5.2%
Extensive opportunity	246	27.5%
Explored in some depth	362	40.5%
Spent some time	220	24.6%
Touched on it briefly	57	6.4%
None	8	0.9%

c. Learn ways to teach decoding skills.

	891	94.6%
DNR	51	5.4%

Extensive opportunity	306	34.3%
Explored in some depth	317	35.6%
Spent some time	197	22.1%
Touched on it briefly	63	7.1%
None	8	0.9%

d. Learn ways to encourage phonemic awareness.

	893	94.8%
DNR	49	5.2%

Extensive opportunity	378	42.3%
Explored in some depth	295	33.0%
Spent some time	166	18.6%
Touched on it briefly	52	5.8%
None	2	0.2%

e. Learn ways to build student interest and motivation to read.

	891	94.6%
DNR	51	5.4%

Extensive opportunity	356	40.0%
Explored in some depth	308	34.6%
Spent some time	174	19.5%
Touched on it briefly	45	5.1%
None	8	0.9%

f. Learn how to help students make predictions to improve comprehension.

	892	94.7%
DNR	50	5.3%

Extensive opportunity	326	36.5%
Explored in some depth	307	34.4%
Spent some time	191	21.4%
Touched on it briefly	58	6.5%
None	10	1.1%

g. Learn how to support older students who are learning to read or are improving reading skills.

	891	94.6%
DNR	51	5.4%

Extensive opportunity	216	24.2%
Explored in some depth	291	32.7%
Spent some time	242	27.2%
Touched on it briefly	113	12.7%
None	29	3.3%

h. Learn ways to organize classrooms for students of different reading ability.

	892	94.7%
DNR	50	5.3%

Extensive opportunity	257	28.8%
Explored in some depth	286	32.1%
Spent some time	202	22.6%
Touched on it briefly	108	12.1%
None	39	4.4%

i. Learn ways to study, critique, or adapt student curriculum materials.

	892	94.7%
DNR	50	5.3%
Extensive opportunity	303	34.0%
Explored in some depth	304	34.1%
Spent some time	193	21.6%
Touched on it briefly	71	8.0%
None	21	2.4%

6. In your teacher preparation program, how much opportunity did you have to do each of the following?

a. Learn typical difficulties students have with key mathematical concepts such as place value and fractions.

	894	94.9%
DNR	48	5.1%
Extensive opportunity	192	21.5%
Explored in some depth	262	29.3%
Spent some time	238	26.6%
Touched on it briefly	136	15.2%
None	66	7.4%

b. Use multiple representations to show explicitly why a mathematical procedure works.

	890	94.5%
DNR	52	5.5%
Extensive opportunity	293	32.9%
Explored in some depth	261	29.3%
Spent some time	182	20.4%
Touched on it briefly	108	12.1%
None	46	5.2%

c. Prove that a math solution is valid or that a method works for all similar cases.

	891	94.6%
DNR	51	5.4%
Extensive opportunity	231	25.9%
Explored in some depth	248	27.8%
Spent some time	226	25.4%
Touched on it briefly	125	14.0%
None	61	6.8%

d. Study, critique, or adapt math curriculum materials.

	893	94.8%
DNR	49	5.2%
Extensive opportunity	227	25.4%
Explored in some depth	247	27.7%
Spent some time	233	26.1%
Touched on it briefly	116	13.0%
None	70	7.8%

e. Study or analyze student math work, using that information to design subsequent math lessons.

	890	94.5%
DNR	52	5.5%
Extensive opportunity	273	30.7%
Explored in some depth	254	28.5%
Spent some time	196	22.0%
Touched on it briefly	101	11.3%
None	66	7.4%

f. Learn how to facilitate math learning for students in small groups.

	892	94.7%
DNR	50	5.3%
Extensive opportunity	265	29.7%
Explored in some depth	241	27.0%
Spent some time	219	24.6%
Touched on it briefly	111	12.4%
None	56	6.3%

g. Adapt math lessons for students with diverse needs and learning styles.

	892	94.7%
DNR	50	5.3%
Extensive opportunity	284	31.8%
Explored in some depth	275	30.8%
Spent some time	200	22.4%
Touched on it briefly	89	10.0%
None	44	4.9%

h. Develop academic language in math.

	893	94.8%
DNR	49	5.2%
Extensive opportunity	288	32.3%
Explored in some depth	285	31.9%
Spent some time	188	21.1%
Touched on it briefly	89	10.0%
None	43	4.8%

III. Program Quality

The California Commission on Teacher Credentialing is interested in how well teachers are prepared to be professional educators. We are interested in your general perceptions of how well your preparation program prepares its graduates.

A. Instructional Planning and Designing Learning Experiences for Students

7. How well did your program prepare you to:

a. Develop curriculum that builds on students' experiences, interest, and abilities.

	847	89.9%		
DNR	95	10.1%		
1 = Not at all	7	0.8%	4.24	**Mean**
2 = Poorly	16	1.9%	0.88	**SD**
3 = Adequately	159	18.8%		
4 = Well	245	29.0%		
5 = Very well	419	49.5%		
Don't know *	1	-		

b. Focus on a developmental, child-centered approach to education.

	847	89.9%		
DNR	95	10.1%		
1 = Not at all	6	0.7%	4.25	**Mean**
2 = Poorly	17	2.0%	0.85	**SD**
3 = Adequately	141	16.7%		
4 = Well	277	32.7%		
5 = Very well	405	47.9%		
Don't know *	1	-		

c. Establish clear long and short-term goals for learning based on students' current levels of achievement.

	847	89.9%
DNR	95	*10.1%*

1 =	Not at all	13	1.5%
2 =	Poorly	26	3.1%
3 =	Adequately	170	20.1%
4 =	Well	262	31.0%
5 =	Very well	375	44.3%
	Don't know *	1	-

4.13 **Mean**
0.94 **SD**

d. Sequence instruction so the content to be taught connects to preceding and subsequent content.

	843	89.5%
DNR	99	*10.5%*

1 =	Not at all	10	1.2%
2 =	Poorly	21	2.5%
3 =	Adequately	151	17.9%
4 =	Well	267	31.7%
5 =	Very well	393	46.7%
	Don't know *	1	-

4.20 **Mean**
0.90 **SD**

e. Use technology to support instruction in the classroom.

	846	89.8%
DNR	96	*10.2%*

1 =	Not at all	8	0.9%
2 =	Poorly	58	6.9%
3 =	Adequately	192	22.7%
4 =	Well	227	26.9%
5 =	Very well	359	42.5%
	Don't know *	2	-

4.03 **Mean**
1.01 **SD**

f. Help students learn to think critically and solve problems.

	844	89.6%
DNR	98	*10.4%*

1 =	Not at all	6	0.7%
2 =	Poorly	19	2.3%
3 =	Adequately	165	19.6%
4 =	Well	277	32.9%
5 =	Very well	375	44.5%
	Don't know *	2	-

4.18 **Mean**
0.87 **SD**

8. How effective was your teacher preparation program at developing the skills or tools you needed as a teacher?

	847	89.9%
DNR	95	*10.1%*

1 =	Not at all effective	13	1.5%
2 =	Slightly effective	29	3.4%
3 =	Somewhat effective	105	12.4%
4 =	Effective	321	38.0%
5 =	Very effective	376	44.5%
	Don't know *	3	-

4.21 **Mean**
0.90 **SD**

* Responses of "Don't Know" are excluded from the percentage calculations.   Date: 10/14/2014

B. Assessing student learning (Monitoring learning, interpretation and use of assessments)

9. To what degree do you think your educator preparation program prepared you to:

a. Set challenging and appropriate expectations of learning and performance for all students.

	831	88.2%
DNR	111	11.8%

1 = Not at all	4	0.5%	4.16 **Mean**
2 = Poorly	20	2.4%	0.84 **SD**
3 = Adequately	151	18.2%	
4 = Well	318	38.3%	
5 = Very well	338	40.7%	
Don't know *	0	-	

b. Use a variety of assessments (e.g., observation, portfolios, performance tests, tests) to inform instruction.

	831	88.2%
DNR	111	11.8%

1 = Not at all	5	0.6%	4.36 **Mean**
2 = Poorly	17	2.0%	0.83 **SD**
3 = Adequately	107	12.9%	
4 = Well	243	29.2%	
5 = Very well	459	55.2%	
Don't know *	0	-	

c. Use results of assessment to give productive feedback to students to guide their learning.

	831	88.2%
DNR	111	11.8%

1 = Not at all	8	1.0%	4.25 **Mean**
2 = Poorly	22	2.7%	0.88 **SD**
3 = Adequately	130	15.7%	
4 = Well	263	31.7%	
5 = Very well	407	49.0%	
Don't know *	1	-	

d. Act upon information for further instruction.

	827	87.8%
DNR	115	12.2%

1 = Not at all	9	1.1%	4.20 **Mean**
2 = Poorly	31	3.8%	0.91 **SD**
3 = Adequately	132	16.0%	
4 = Well	270	32.8%	
5 = Very well	382	46.4%	
Don't know *	3	-	

e. Help students learn how to assess their own learning.

	829	88.0%
DNR	113	12.0%

1 = Not at all	24	2.9%	3.77 **Mean**
2 = Poorly	56	6.8%	1.02 **SD**
3 = Adequately	238	28.8%	
4 = Well	276	33.4%	
5 = Very well	232	28.1%	
Don't know *	3	-	

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10. Effective programs prepare candidates to use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are able to understand content and make progress toward mastery of state-adopted academic standards. To what extent did your program prepare you to:

a. Use a variety of formative and summative assessments to determine students' progress and plan instruction.

	833	88.4%
DNR	109	11.6%
Extensive opportunity	425	51.0%
Explored in some depth	253	30.4%
Spent some time	130	15.6%
Touched on it briefly	21	2.5%
None	4	0.5%

b. Understand the purposes of different types of diagnostic instruments, including entry level, progress-monitoring, and summative assessments.

	832	88.3%
DNR	110	11.7%
Extensive opportunity	402	48.3%
Explored in some depth	285	34.3%
Spent some time	113	13.6%
Touched on it briefly	27	3.2%
None	5	0.6%

c. Use multiple measures, including information from families, to assess student knowledge, skills, and behaviors.

	833	88.4%
DNR	109	11.6%
Extensive opportunity	367	44.1%
Explored in some depth	289	34.7%
Spent some time	137	16.4%
Touched on it briefly	34	4.1%
None	6	0.7%

d. Teach students how to use self and peer-assessment strategies.

	832	88.3%
DNR	110	11.7%
Extensive opportunity	238	28.6%
Explored in some depth	280	33.7%
Spent some time	231	27.8%
Touched on it briefly	64	7.7%
None	19	2.3%

C. Supporting student learning for English learners

11. In your teacher preparation program, how much opportunity did you have to do each of the following:

a. Use multiple assessment options to identify students' language proficiencies.

	809	85.9%
DNR	133	14.1%
Extensive opportunity	275	34.0%
Explored in some depth	279	34.5%
Spent some time	173	21.4%
Touched on it briefly	65	8.0%
None	17	2.1%

b. Interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.

	805	85.5%
DNR	*137*	*14.5%*
Extensive opportunity	257	31.9%
Explored in some depth	289	35.9%
Spent some time	153	19.0%
Touched on it briefly	81	10.1%
None	25	3.1%

c. Differentiate instruction based on students' primary language and proficiency levels in English.

	806	85.6%
DNR	*136*	*14.4%*
Extensive opportunity	376	46.7%
Explored in some depth	273	33.9%
Spent some time	114	14.1%
Touched on it briefly	39	4.8%
None	4	0.5%

d. Understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.

	806	85.6%
DNR	*136*	*14.4%*
Extensive opportunity	379	47.0%
Explored in some depth	274	34.0%
Spent some time	112	13.9%
Touched on it briefly	36	4.5%
None	5	0.6%

e. Use a wide variety of instructional strategies for including English learners in mainstream classrooms e.g., scaffolding, modeling, support language development.

	805	85.5%
DNR	*137*	*14.5%*
Extensive opportunity	501	62.2%
Explored in some depth	209	26.0%
Spent some time	74	9.2%
Touched on it briefly	19	2.4%
None	2	0.2%

f. Connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs.

	806	85.6%
DNR	*136*	*14.4%*
Extensive opportunity	432	53.6%
Explored in some depth	244	30.3%
Spent some time	100	12.4%
Touched on it briefly	27	3.3%
None	3	0.4%

g. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.

	806	85.6%
DNR	*136*	*14.4%*
Extensive opportunity	377	46.8%
Explored in some depth	275	34.1%
Spent some time	115	14.3%
Touched on it briefly	35	4.3%
None	4	0.5%

h. Use questioning strategies that model or represent familiar English grammatical constructions.

	804	85.4%
DNR	*138*	*14.6%*
Extensive opportunity	318	39.6%
Explored in some depth	262	32.6%
Spent some time	162	20.1%
Touched on it briefly	47	5.8%
None	15	1.9%

i. Make learning strategies explicit.

	807	85.7%
DNR	*135*	*14.3%*
Extensive opportunity	392	48.6%
Explored in some depth	251	31.1%
Spent some time	123	15.2%
Touched on it briefly	38	4.7%
None	3	0.4%

j. Understand how cognitive, pedagogical, and individual factors affect students' language acquisition (and apply factors into account in planning lessons for English language development and for academic content).

	807	85.7%
DNR	*135*	*14.3%*
Extensive opportunity	349	43.2%
Explored in some depth	295	36.6%
Spent some time	122	15.1%
Touched on it briefly	34	4.2%
None	7	0.9%

D. Ability to teach students from special populations

12. How well did your program prepare you to:

a. Interpret and use assessment results to teach students with special needs.

		799	84.8%	
	DNR	*143*	*15.2%*	
1 = Not at all		29	3.6%	3.61 **Mean**
2 = Poorly		77	9.7%	1.06 **SD**
3 = Adequately		258	32.5%	
4 = Well		244	30.7%	
5 = Very well		187	23.5%	
Don't know *		4	-	

b. Assess the learning abilities of students in order to identify those needing referral for assessment and eligibility for special education.

		801	85.0%	
	DNR	*141*	*15.0%*	
1 = Not at all		27	3.4%	3.59 **Mean**
2 = Poorly		84	10.6%	1.05 **SD**
3 = Adequately		253	31.9%	
4 = Well		252	31.8%	
5 = Very well		177	22.3%	
Don't know *		8	-	

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c. Appropriately administer the assessment program, including implementing accommodations for students with special needs.

		800	84.9%
DNR		*142*	*15.1%*
1 =	Not at all	26	3.3%
2 =	Poorly	76	9.6%
3 =	Adequately	249	31.4%
4 =	Well	246	31.1%
5 =	Very well	195	24.6%
	Don't know *	8	-

3.64 **Mean**
1.05 **SD**

d. Use differentiated instruction to provide all students access to the core curriculum.

		800	84.9%
DNR		*142*	*15.1%*
1 =	Not at all	7	0.9%
2 =	Poorly	24	3.0%
3 =	Adequately	164	20.5%
4 =	Well	254	31.8%
5 =	Very well	350	43.8%
	Don't know *	1	-

4.15 **Mean**
0.91 **SD**

e. Select and use assistive technologies to meet the needs of students with special needs on the general education classroom.

		800	84.9%
DNR		*142*	*15.1%*
1 =	Not at all	34	4.3%
2 =	Poorly	79	10.0%
3 =	Adequately	243	30.8%
4 =	Well	222	28.2%
5 =	Very well	210	26.6%
	Don't know *	12	-

3.63 **Mean**
1.11 **SD**

f. Identify when and how to address social integration needs of students with disabilities.

		794	84.3%
DNR		*148*	*15.7%*
1 =	Not at all	46	5.9%
2 =	Poorly	89	11.4%
3 =	Adequately	242	31.1%
4 =	Well	236	30.3%
5 =	Very well	165	21.2%
	Don't know *	16	-

3.49 **Mean**
1.12 **SD**

g. Manage the appropriate use of support personnel, including volunteers, and create plans for these individuals to assist students in reaching instructional goals.

		798	84.7%
DNR		*144*	*15.3%*
1 =	Not at all	45	5.7%
2 =	Poorly	80	10.1%
3 =	Adequately	238	30.1%
4 =	Well	223	28.2%
5 =	Very well	204	25.8%
	Don't know *	8	-

3.58 **Mean**
1.14 **SD**

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h. Work within multi-tiered systems of support to develop specific strategies for teaching students identified with learning disabilities.

	799	84.8%
DNR	*143*	*15.2%*

1 = Not at all	27	3.4%	3.68	**Mean**
2 = Poorly	67	8.5%	1.06	**SD**
3 = Adequately	242	30.9%		
4 = Well	244	31.1%		
5 = Very well	204	26.0%		
Don't know *	15	-		

i. Use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are able to understand content and make progress toward identified key concepts from state-adopted academic standards.

	801	85.0%
DNR	*141*	*15.0%*

1 = Not at all	11	1.4%	3.93	**Mean**
2 = Poorly	43	5.4%	0.97	**SD**
3 = Adequately	205	25.8%		
4 = Well	266	33.4%		
5 = Very well	271	34.0%		
Don't know *	5	-		

E. Creating and maintaining effective environments for student learning

13. How well did your preparation program prepare you to do each of the following:

a. Establish and maintain learning environments that are physically, intellectually, and emotionally safe.

	796	84.5%
DNR	*146*	*15.5%*

1 = Not at all	3	0.4%	4.48	**Mean**
2 = Poorly	10	1.3%	0.77	**SD**
3 = Adequately	87	10.9%		
4 = Well	196	24.6%		
5 = Very well	500	62.8%		
Don't know *	0	-		

b. Create a rigorous learning environment with high expectations and appropriate support for all students.

	795	84.4%
DNR	*147*	*15.6%*

1 = Not at all	5	0.6%	4.42	**Mean**
2 = Poorly	10	1.3%	0.80	**SD**
3 = Adequately	95	11.9%		
4 = Well	221	27.8%		
5 = Very well	464	58.4%		
Don't know *	0	-		

c. Employ classroom routines, norms, and supports to ensure a climate in which all students can learn.

	795	84.4%
DNR	*147*	*15.6%*

1 = Not at all	4	0.5%	4.44	**Mean**
2 = Poorly	17	2.1%	0.82	**SD**
3 = Adequately	91	11.5%		
4 = Well	199	25.1%		
5 = Very well	482	60.8%		
Don't know *	2	-		

d. Address misbehaviors effectively and productively.

		794	84.3%
DNR		*148*	*15.7%*

1 =	Not at all	12	1.5%	4.15 **Mean**
2 =	Poorly	41	5.2%	0.99 **SD**
3 =	Adequately	144	18.2%	
4 =	Well	213	26.9%	
5 =	Very well	383	48.3%	
	Don't know *	1	-	

e. Engage students in cooperative work as well as independent learning.

		796	84.5%
DNR		*146*	*15.5%*

1 =	Not at all	5	0.6%	4.42 **Mean**
2 =	Poorly	15	1.9%	0.81 **SD**
3 =	Adequately	91	11.4%	
4 =	Well	212	26.6%	
5 =	Very well	473	59.4%	
	Don't know *	0	-	

f. Develop students' questioning and discussion skills.

		796	84.5%
DNR		*146*	*15.5%*

1 =	Not at all	2	0.3%	4.24 **Mean**
2 =	Poorly	22	2.8%	0.85 **SD**
3 =	Adequately	139	17.5%	
4 =	Well	252	31.7%	
5 =	Very well	381	47.9%	
	Don't know *	0	-	

g. Help students become self-motivated and self-directed.

		796	84.5%
DNR		*146*	*15.5%*

1 =	Not at all	7	0.9%	4.11 **Mean**
2 =	Poorly	30	3.8%	0.93 **SD**
3 =	Adequately	170	21.4%	
4 =	Well	246	30.9%	
5 =	Very well	342	43.0%	
	Don't know *	1	-	

IV. Program Features

A. Ability to grow professionally

14. Would you recommend your program to potential candidates?

	794	84.3%
DNR	*148*	*15.7%*

No	30	3.8%
Yes with reservation	206	26.2%
Yes without reservation	551	70.0%
Don't know *	7	-

15. Overall, how well do you think your program prepares graduates as teachers?

		793	84.2%
	DNR	*149*	*15.8%*

1 =	Not at all	5	0.6%
2 =	Poorly	26	3.3%
3 =	Adequately	123	15.5%
4 =	Well	237	29.9%
5 =	Very well	401	50.6%
	Don't know *	1	-

4.27	*Mean*
0.88	*SD*

16. How effective was your teacher preparation program at developing the skills and tools you needed to become a teacher?

		795	84.4%
	DNR	*147*	*15.6%*

1 =	Not at all effective	9	1.1%
2 =	Slightly effective	28	3.5%
3 =	Somewhat effective	81	10.2%
4 =	Effective	280	35.4%
5 =	Very effective	394	49.7%
	Don't know *	3	-

4.29	*Mean*
0.87	*SD*

17. How well did your program prepare you to:

a. Understand the law regarding the role of a mandated reporter.

		794	84.3%
	DNR	*148*	*15.7%*

1 =	Not at all	17	2.2%
2 =	Poorly	30	3.8%
3 =	Adequately	122	15.5%
4 =	Well	175	22.3%
5 =	Very well	441	56.2%
	Don't know *	9	-

4.26	*Mean*
1.00	*SD*

b. Identify suspected cases of child abuse, neglect, bullying, or sexual harassment.

		795	84.4%
	DNR	*147*	*15.6%*

1 =	Not at all	19	2.4%
2 =	Poorly	49	6.2%
3 =	Adequately	152	19.2%
4 =	Well	202	25.5%
5 =	Very well	370	46.7%
	Don't know *	3	-

4.08	*Mean*
1.06	*SD*

B. Clinical Experiences

18. Which best describes your supervised fieldwork?

	788	83.7%
	154	*16.3%*

Student teacher	680	86.3%
Assistant teacher (paid)	15	1.9%
Intern (received a stipend)	24	3.0%
Paid teacher of record at an independent public school	16	2.0%
Paid teacher of record through an intern credential	37	4.7%
Other	16	2.0%

19. I received individualized mentoring and professional development with knowledgeable university supervisors (may also be referred to as program supervisors).

		791	84.0%
DNR		*151*	*16.0%*
1 =	Strongly disagree	20	2.5%
2 =	Somewhat disagree	21	2.7%
3 =	Neutral	26	3.3%
4 =	Somewhat agree	154	19.5%
5 =	Strongly agree	569	72.0%
	Don't know *	1	-

4.56 **Mean**
0.88 **SD**

20. About how often did you communicate with your university supervisor or program supervisor **in person, by phone, or by email** about issues related to your teaching practice?

		791	84.0%
DNR		*151*	*16.0%*
1 =	Less than once per month	24	3.0%
2 =	Once per month	61	7.7%
3 =	Twice per month	166	21.0%
4 =	Once per week	265	33.5%
5 =	2-3 times per week	240	30.3%
6 =	Daily	35	4.4%

3.94 **Mean**
1.13 **SD**

21. How often was your program supervisor/intern supervisor **in your classroom** observing you, supporting you or providing feedback?

		791	84.0%
DNR		*151*	*16.0%*
1 =	Less than once per month	50	6.3%
2 =	Once per month	191	24.1%
3 =	Twice per month	300	37.9%
4 =	Once per week	195	24.7%
5 =	2-3 times per week	38	4.8%
6 =	Daily	17	2.1%

3.04 **Mean**
1.06 **SD**

22. The field-based experiences I completed during my program prepared me for my role as an educator.

		789	83.8%
DNR		*153*	*16.2%*
1 =	Strongly disagree	16	2.0%
2 =	Somewhat disagree	15	1.9%
3 =	Neutral	24	3.0%
4 =	Somewhat agree	117	14.8%
5 =	Strongly agree	617	78.2%

4.65 **Mean**
0.80 **SD**

23. My fieldwork facilitated practice and application of knowledge of major ideas developed through coursework in my preparation program.

		789	83.8%
DNR		*153*	*16.2%*
1 =	Strongly disagree	14	1.8%
2 =	Somewhat disagree	16	2.0%
3 =	Neutral	35	4.4%
4 =	Somewhat agree	182	23.1%
5 =	Strongly agree	542	68.7%

4.55 **Mean**
0.82 **SD**

24. My fieldwork contributed to my preparation for the teaching performance assessment e.g. CalTPA, FAST, EdTPA, PACT.

		788	83.7%
DNR		*154*	*16.3%*
1 =	Strongly disagree	25	3.2%
2 =	Somewhat disagree	13	1.6%
3 =	Neutral	72	9.1%
4 =	Somewhat agree	160	20.3%
5 =	Strongly agree	518	65.7%

4.44 **Mean**
0.95 **SD**

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25. My master teacher or field support provider:

a. Was an excellent teacher and a valuable role model.

	789	83.8%
DNR	*153*	*16.2%*

1 = Strongly disagree	11	1.4%	4.66	**Mean**
2 = Somewhat disagree	14	1.8%	0.77	**SD**
3 = Neutral	36	4.6%		
4 = Somewhat agree	107	13.6%		
5 = Strongly agree	619	78.7%		
Don't know *	2	-		

b. Was experienced and effective.

	788	83.7%
DNR	*154*	*16.3%*

1 = Strongly disagree	5	0.6%	4.75	**Mean**
2 = Somewhat disagree	9	1.1%	0.64	**SD**
3 = Neutral	29	3.7%		
4 = Somewhat agree	92	11.7%		
5 = Strongly agree	651	82.8%		
Don't know *	2	-		

c. Understood current educational theory.

	788	83.7%
DNR	*154*	*16.3%*

1 = Strongly disagree	7	0.9%	4.61	**Mean**
2 = Somewhat disagree	16	2.0%	0.76	**SD**
3 = Neutral	43	5.5%		
4 = Somewhat agree	146	18.7%		
5 = Strongly agree	569	72.9%		
Don't know *	7	-		

d. Modeled collegial practices that led to my success.

	789	83.8%
DNR	*153*	*16.2%*

1 = Strongly disagree	11	1.4%	4.61	**Mean**
2 = Somewhat disagree	19	2.4%	0.79	**SD**
3 = Neutral	31	4.0%		
4 = Somewhat agree	142	18.1%		
5 = Strongly agree	581	74.1%		
Don't know *	5	-		

e. Was well versed in helping me work through problems in teaching.

	789	83.8%
DNR	*153*	*16.2%*

1 = Strongly disagree	20	2.5%	4.61	**Mean**
2 = Somewhat disagree	18	2.3%	0.88	**SD**
3 = Neutral	38	4.8%		
4 = Somewhat agree	96	12.2%		
5 = Strongly agree	615	78.1%		
Don't know *	2	-		

f. Promoted reflective practice.

		788	83.7%
	DNR	*154*	*16.3%*

1 =	Strongly disagree	15	1.9%
2 =	Somewhat disagree	15	1.9%
3 =	Neutral	45	5.7%
4 =	Somewhat agree	112	14.2%
5 =	Strongly agree	599	76.2%
	Don't know *	2	-

4.61	*Mean*
0.83	*SD*

g. Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching.

		789	83.8%
	DNR	*153*	*16.2%*

1 =	Strongly disagree	24	3.0%
2 =	Somewhat disagree	16	2.0%
3 =	Neutral	36	4.6%
4 =	Somewhat agree	119	15.1%
5 =	Strongly agree	592	75.2%
	Don't know *	2	-

4.57	*Mean*
0.91	*SD*